



Subject Policy

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This policy document will form the basis for the delivery and development of Design and Technology at White Ash School. It gives guidance on planning, teaching and assessment. The policy draws together the NC Guidelines and statutory requirements for Foundation Stage and Key Stages 1 and 2.

Intent Statement

At White Ash Design and Technology is an essential part of the creative curriculum. It is an essential tool to promote life skills that revolve around food, nutrition, safety and problem solving. Through the development of our pupils' confidence and development of practical skills we are giving them the broadest, deepest and richest experience of life they can possibly have. White Ash follows recommendations from the Primary Framework for Design and Technology and has adapted this strategy to meet the needs of our pupils.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

However, given that all of our pupils have special educational needs, we take particular account of the statutory inclusion statement of the National Curriculum, which requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. This is so that individual pupils can make progress and learning remains both challenging and yet relevant.

Staff can modify the D&T programmes of study by:

- Choosing elements from earlier key stages
- Maintaining, consolidating, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding
- Using the programmes of study as a resource or to provide a content in planning learning appropriate to the age and needs of pupils
- Focusing on one aspect, or a limited number of aspects, of the age-related programmes of study.
- Including experiences which let pupils at early stages of learning develop knowledge, skills and understanding as part of their everyday activities including life skills
- Letting pupils experience D&T for themselves, at first by using the senses to explore familiar materials, tools and products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Implementation

All key stages will take into account the need to include a range of different Learning Styles (auditory, kinaesthetic, visual). Classes will be taught in both the food technology room and their own classrooms.

Our objectives in teaching Design and Technology are that all children should be able to:

- Giving pupils first and second hand experiences through ICT, food technology, (growing and using ingredients)
- Contact with, and experience of artists, designers and craftspeople. The use of partnerships with other professionals, e.g. artists in residence, outside agencies, where appropriate.
- Show interest and motivation in investigating, designing and making.
- Show knowledge of a variety of materials, tools and components.
- Show an awareness of the need to exercise safe and hygienic practices and to employ these whilst working.
- Communicate their ideas orally, in writing, drawing and in 3 D models.
- Plan work individually and as a member of a team.
- Evaluate and make appropriate modifications within their designing and making.
- Evaluate the work of others, including those from other times and cultures.
- Show an awareness of the ways in which a design and technology activity might have an effect upon people and the environment.
- Investigate the work of designers through first hand experiences.

- Children must have the opportunity to experience Design and Technology through:
 - IDEAS- Investigations, disassembly and evaluation of simple products
 - FPTs- Focused practical tasks
 - DMAs- design and make assignments
 - Pupils should be provided with opportunities to focus on design problems that are meaningful to them. They should be given opportunities *to 'design, make and evaluate'* using a range of materials including:
 - Food/ cookery (KS1/2)
 - Textiles (KS1/2)
 - Items that can be put together to make products (KS1)
 - Electrical and mechanical components (KS2)
 - Mouldable materials (KS2)
 - Stiff and flexible sheet materials (KS2)

At White Ash School the statutory guidelines for Design and Technology in the Early Years Foundation Stage and Key Stages 1 and 2, and the NC Programmes of Study have been adapted to ensure that coverage of Design and Technology is appropriate for pupils with Moderate (MLD), Severe (SLD), and/or Profound and Multiple Learning Difficulties (PMLD).

Assessment will be done by interaction and teacher observation of individual and group activities. It is important to note that the journey is more important than the end product: how a pupil attempts to answer a question through research, design and making is more important than how successful the end product is.

Pupils on the Formal Curriculum (phase 5-8) will have a termly Design and Technology target. Pupils on the Informal, Pre semi-formal and Semi-formal Curriculum (phases 1-6) will evidence Design and Technology using Design Technology as a TAG (EFL)

Each pupil will on the main White Ash Curriculum will be assessed annually using the Design and Technology Framework on EFL. Assessments are done in phases (1-12) and each Phase has sub headings:

- Developing, Planning and Communicating Ideas.
- Exploring Media and Materials
- Evaluating Processes and Products
- Knowledge and Understanding of the World

Pupil's progress will be updated annually (although teachers may wish to update this more regularly) , mostly to review teaching and learning taught via the creative curriculum to review progress, depth of coverage and aid next steps for learning. For the majority of our pupils who are working towards NC level one targets, Phases 1-6 in the White Ash School Curriculum Progression Document can be used as a guide to assess/track and record pupil's progress/achievement in Design and Technology. For more able pupils, their work is assessed against the Skills Document and Progression Map Phases 7-12. Foundation pupils will assess pupils against the modified EYFS profile.

Reporting to parents will be done during Parent's evenings. Teachers may wish to copy work to insert into termly reports.

Cross-Curricular Links and Opportunities

D&T is a valuable subject for pupils with SEN. Knowledge and understanding is drawn from across the curriculum and helps to develop and enable Numeracy, Literacy and Communication skills that can be applied in practical ways.

Design and technology provides opportunities for pupils to develop the key skills of:

- Communication, through exploring and recording ideas, discussing starting points and source materials for their work, finding out about design and evaluating their own and other's work
- Application of number, through exploring and understanding properties of pattern and shape, working in two and three dimensions and on different scales and understanding and using the properties of position and movement.
- Science, through exploring, testing and practically using a range of resistant materials. Concepts such as materials and their properties and physical processes (electricity, forces and motion, light and sound) will be taught through projects. Design Technology is now taught alongside Science (where appropriate) to encourage a more natural, inquisitive approach to investigation and learning.

- **ICT**, through developing and recording initial ideas and project work, refining/combining and modifying ideas and creating a finished piece of work.

Computing

Internet access gives further support to investigate the work professionals.

ICT is an important tool for learning about Design and Technology and should be used a tool to aid in visual enquiry and design. All classes have appropriate software to support teaching; Interactive whiteboards, plasma screens and digital equipment (tough cam, flip video recorder, digital cameras, i-Pads).

- Working with others, through collaboration on projects and meeting a design brief
- In addition, many other subjects are readily included in aspects of the Design and Technology Curriculum- including Science, Art & Design, and PSHE. In addition Design and Technology will be delivered through Forest Schools and learning outside of the classroom where learning is practical, creative and multi sensory.

Impact

In Design and Technology we follow our whole school policy for school self evaluation. This includes a range of strategies to ensure that standards in Design Technology are high and which are clearly identified in the Annual School Improvement Plans, including:

- Moderation/Levelling of assessed work/retention of samples in a subject portfolio. This has been done in year groups and classes in previous years however currently, it is more appropriate to collect samples against each Cohort.
- Teacher Assessment using White Ash Progression Document.
- Specific ILP focus agreed with staff on an annual basis for formal learners
- Monitoring of phases throughout school using EFL
- Monitoring and evaluation of schemes of work which run on a two year programme.
- Lesson drop ins
- EFL Scrutiny to check coverage of skills covered and review whether the schemes/ skills are skill set at an appropriate, challenging level.

The Role of the Subject Leader

The Design and Technology Co-ordinator is responsible for co-ordinating design and Technology throughout the school. This includes:

- To review and contribute to teacher planning and the school improvement plan.

- To ensure that actions described are implemented.
- Develop and review the Design and Technology policy and scheme of work in line with the National Curriculum and Foundation Stage guidance
- To keep informed of current developments through course attendance, visits and documentation.
- To contribute to Inset and staff meetings, raising staff awareness and expertise.
- To monitor and evaluate the teaching and learning in Design and Technology. Ensuring continuity, breadth and progression of skills across the whole school, by monitoring planning and pupils work.
- To ensure that appropriate learning outcomes and activities are planned.
- To be aware of cross curricular links
- To provide and arrange consultancy advice
- To provide in class teaching support
- To be aware of technological developments, sourcing ICT equipment accordingly
- To specify and order resources in consultation with the staff
- To monitor and maintain the condition and availability of resources.

The curriculum coordinator will monitor and advise on the delivery of Design and Technology throughout the school. The area will be evaluated annually by the subject co-ordinator and senior management team, taking into account:

- Pupil's achievement
- Coverage of programmes of study and analysis of teacher planning
- Staff consultation and development
- Classroom observations
- External inspection guidance and advice.

Role of the Class Teacher

- To aim to develop Design and Technology skills with pupils
- To develop and update skills, knowledge and understanding of Design and Technology
- To identify inset needs in Design and Technology, liaising with subject leader when necessary
- To keep ongoing evidence through photographs, annual reports, evidence sheets and in pupils' own folders/ sketchbooks
- To inform parents of pupils' progress, achievements and attainment

Planning

White Ash School pupils enjoy a Creative Curriculum where Geography, History Art and Design Technology are taught through half termly topics, supported by subjects such as ICT, Numeracy and Literacy. As classes' needs are diverse, it is at the teachers' discretion what they feel is a necessary Scheme of Work that is best suited

to their learners' needs. Teachers have access to the White Ash Progression Document scheme of work. All pupils take part in a series of design and make projects within the creative curriculum. Specific skills are taught within these projects through structured teaching and through the application of those skills in more open ended projects.

In order to ensure progression of key skills, we have devised a Skills progression map document that enables a broad coverage of skills and project ideas. These can be taught through an integrated topic approach (creative curriculum themes). This is to ensure that each of the aspects (textiles, construction and mechanisms/electrical components) is taught at least once. D&T should be taught. Food technology lessons are taught throughout the year with a focus on food nutrition and has cross curricular links with PSHE, Forest Schools, Maths and Communication.

At White Ash planning is carried out in three stages:

Long Term Planning

- Identifies the main strand and themes to be covered
- Offers an overview to the breath and balance across the curriculum
- Ensures continuity and progression

Medium Term Planning

- Plans in detail what will be taught each half term and are constantly reviewed in line with pupil assessment.
- They will summarise typical activities and show progression in terms of new skills/contexts for practicing existing skills

Short Term Planning

- To aid the teacher and learning support staff in carrying out the lesson
- To show differentiation within the group
- To show links to educational visits etc.

Equal Opportunities

We incorporate Design and Technology into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of Design and Technology. All children have equal access to the curriculum regardless of their gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Resources:

The Art/D&T store and food technology area contains:

- A wide range of materials for two and three dimensional work
- A variety of electrical and food technology based equipment
- A range of different textile materials

The curriculum leader is responsible for ordering and maintaining resources. Safe and hygienic handling of tools and materials is demonstrated and pupils handling such tools and materials are closely monitored.

A dried food store is stocked termly and includes items such as flour, sugar, herbs, condiments and food colouring etc.

Each year the Design and Technology co-ordinator revises and updates an action plan with resources in mind.

Health and safety:

An important aspect of Design and Technology is the need to develop the children's awareness of the need to work safely and with due regard to the health and safety of themselves and others. Staff should be aware of and refer to the LCC document regarding Health and Safety whilst teaching Design and Technology. Children will be shown how to use equipment correctly and will be given the opportunity to practice skills and techniques under supervision. Annual Health and safety checks are carried out to ensure that staff continue to be aware of the need for vigilance in this area.

Pupil participation in any activity which includes handling equipment or food substances should be individually assessed and should follow safe procedures when being undertaken. Pupils should be taught the correct and safe storage of equipment such as chilled and frozen food, knives and electrical goods such as glue-guns or batteries.

Jude Rothwell, Design and Technology Subject Leader

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